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assume that his function is merely to tell how to do a job rather than to contribute the results of tasks performed as the educational psychologist has done. Perhaps the explanation lies in the fact that educational sociology is too young to have much of scientific attainment to offer. As time progresses, doubtless something other than suggestion and destructive criticism may be presented.

Principles of education.—The consuming interest of the school public at the present time in specific facts and details of procedure in connection with school work has resulted in a body of literature of the field which either devotes itself wholly to the task of describing conditions and practices, or ventures only so much discussion of principles and ideals as may be barricaded by living examples of hopes realized and conceptions sustained. There is, on the other hand, a growing feeling that even the beginning teacher or the student in training needs a "point of view" quite as much as a thorough knowledge of standards and processes. In recognition of this need for "the broad views and the ideals which will keep our work free from monotony and staleness" an English writer¹ undertakes to present the chief features and principles of a number of the more important school problems without the weight of numerous details.

Following a brief introductory chapter explaining the condition of partial organization and multiple control of English schools, the author considers first the general conception of elementary and secondary education as it finds expression in the several types of schools of each level. A chapter is then devoted to a discussion of "Buildings, Furniture, and Equipment" and the part these play in the educative process. Teachers are urged to give careful attention to the changed physical conditions under which instruction is carried on and to apply "common sense and scientific health principles to the school routine."

One-third of the volume is given to a consideration of the curriculum. Commenting on the numerous efforts which have been made to formulate a principle for guidance in determining the subject-matter of instruction, the author reviews the common conceptions which emphasize each its special type of development of the individual—the intellectual, the social, the religious, etc.—asserting that neither in itself is sufficient. For example, the contentions of those who strongly emphasize the social aim are answered as follows:

There is, moreover, in each individual both a social and a personal self—a side that he may and does expose to public view, and a side which he reserves for himself and a few others. This deeper and more intimate self would reveal tastes and sympathies, aspirations and ideals, ideas upon life and death—in fact a side of the human being which concerns the individual far more than the community—and these, especially in an Englishman, are regarded as private and sacred. While these personal elements would almost certainly never have made their quiet way into being without

¹ W. G. SLEIGHT, *The Organisation and Curricula of Schools*. New York: Longmans, Green & Co., 1920. Pp. 264. \$2.00.

the influence of society, they nevertheless remain the individual's peculiar possession, and any view of education is inadequate which, like that under consideration, tends to underrate or ignore their importance. The aim of social efficiency requires widening by the inclusion of the idea of individual or personal sufficiency [p. 65].

There is no suggestion that such analysis as has been attempted of the needs of the individual to be educated is futile. On the contrary, each such conception makes its specific contribution to the very breadth of view for which the author pleads. His own conception is summarized thus:

Each of the theories which has been considered presents a partial view of the aims of the school. Each, when held by persons of broad and liberal ideas, escapes most of the criticism levelled against it; and each, held by normal ordinary people, tends to lay an unwarrantable stress on some one aspect. Each contains a great deal of truth. Together they give a fairly complete view of what education should seek to do. If, therefore, we are to obtain any guidance in deciding upon curricula from a conception of educational aims, it will be necessary to take these aims as a whole into consideration [p. 68].

The problem of time-tables is dealt with, a careful adaptation of the schedule to the needs of the school concerned being urged. One chapter is given to a discussion of a group of problems—supervision, promotions, individual differences, home work, etc., and one chapter to "School Government." Finally, the provisions of the Education Act of 1918 are discussed, the changes which this act introduces being briefly described. While the book is written entirely from the point of view of the English setting of the problems considered, the general principles of purpose and procedure which are expounded are as applicable to the same problems of schools otherwise organized and controlled. It may be read with profit by both the teacher and the administrator.

Introduction to economics.—One of the important tasks of educational institutions is that of transmitting to the young our heritage of economic relationships. Just as other types of accumulated race experience are systematically presented to rising generations, so must this be also.

A new book¹ by Lyon and Marshall is intended to give help in this connection. "This book has been prepared for those who are beginners in the study of economics, or who are making their first serious study of the business of social living. It is an attempt to describe the way in which we live and work with one another in modern life in our effort to gratify our wants."

The material of the book has been used in mimeographed form in various institutions. At the University of Chicago it has been used with supplementary material in a course for Freshmen. An effort is made to depict social structures in terms of what they do. Separate sections on value and distribution which appear in many texts do not appear here, since this is intended merely for introductory courses.

¹ LEVERETT S. LYON and LEON C. MARSHALL, *Our Economic Organization*. Macmillan Co., 1921. Pp. x+503.